The School District of Lee County

Heights Elementary School

2015-16 School Improvement Plan

Heights Elementary School

15200 ALEXANDRIA CT, Fort Myers, FL 33908

http://het.leeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	44%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	47%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	B

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Heights Elementary IB World School is dedicated to developing balanced, lifelong learners through educational excellence, a global perspective, reflection and action.

Provide the school's vision statement

To be a world-class school.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Heights Elementary IB World School has been an authorized IB Primary Years Program for the past five years. Our mission is to develop balanced, lifelong learners through educational excellence, a global perspective, reflection and action. We value educating the whole child by preparing them to be successful in the world. Students' cultures and countries are explored and connections are made through real world experiences. Teachers participate in professional development which addresses cultures and building relationships.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Heights Elementary follows all School District safety and security requirements. All staff participate in on-line and school professional development. All students create classroom essential agreements and follow all school procedures and rules. School Counselors provide classroom lessons that emphasize the IB Learner Profile, anti-bullying and respectful personal interactions. The Heights PTA sponsored an anti-bullying program for this school year for all students and staff.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Central to the IB Curriculum is "The Learner Profile". This character building philosophy is taught to all students at Heights. These character traits are honored in countries throughout the world. We also follow the Love & Logic Program which emphasizes the belief that all students have the ability to make positive choices. We also involve parents in this process. These two programs have a positive affect on the behavior of our students. Our students are engaged and excited to learn. Our teachers have high academic and behavior expectations for all students. When necessary, we follow the MTSS/PBS model for the few students who need additional support for behavioral challenges. School Counselors provide support to teachers, students and parents.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All Heights staff are encouraged to provide support to our students. Teachers, School Counselors, Paraprofessionals, Office Staff, Custodians, Volunteers, etc. are active participants in the social-emotional needs of Heights students. We also offer a Love & Logic Parent class to interested family

members. Positive reinforcement is provided in the classroom, during school-wide activities and after school programs. Mentors are provided during the school year to give added support to specific students. School Counselors provide classroom guidance lessons throughout the school year. Our Student Gallup Poll results are also used to guide us to make decisions to meet the social-emotional needs of all students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

1. Increase parent and community involvement during the school day through volunteering.
2. Invited all parents to join and/or attend School Advisory Council meetings where the mission and vision, along with the School Improvement Plan, are discussed and changed.
3. Use of teacher websites to communicate with parents about homework and classroom activities.
4. Use of Parentlink to communicate tardies, absences, and grades to parents.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Many of our community partners are also parents of students at our school. This natural relationship builds strong partnerships with parents and community members with the end goal of student achievement in mind.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Salko, Diane	Principal
Lytle, Dorothy	Instructional Coach
Carter, Anika	Assistant Principal
Palow, Doug	Assistant Principal
Leslie, Amanda	Instructional Coach
Owen, Jessica	Guidance Counselor
Jarzyk, Ashley	Guidance Counselor
Riemenschneider, Katie	Instructional Media
Thorstad, Lindsey	Instructional Coach
Nest-Tapanes, Vivian	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal/Assistant Principal
1. Facilitate implementation of the MTSS problem-solving process in your building
2. Provide or coordinate valuable and continuous professional development
3. Assign paraprofessionals to support MTSS implementation when possible
4. Attend MTSS Team meetings to be active in the MTSS change process
5. Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
1. Often are MTSS team facilitators
2. Schedule and attend MTSS Team meetings
3. Maintain log of all students involved inthe MTSS process
4. Send parent invites
5. Complete necessary MTSS forrms
6. Conduct social-developmental history interviews when requested
Classroom Teacher
1. Keeps ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
2. Attend MTSS Team meetings to collaborate on and monitor students who are struggling
Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports
3. Deliver instructional interventions with fidelity
Speech-Language Pathologist
1. Attend MTSS Team meetings for students receiving supplemental and intensive supports
2. Completes communication skills screening for students unsuccessful with Tier 2 interventions
3. Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
School Psychologist
1. Attend MTSS Team meetings on some students receiving supplemental supports and on all students receiving intensive supports
2. Monitor data collection process for fidelity
3. Review and interpret progress monitoring data
4. Collaborate with MTSS Team on effective instruction and specific interventions
5. Incorporate MTSS data when guiding a possible ESE referral and when making eligibility decisions

ESOL Representative
1. Attend all MTSS Team meetings for identified ESOL Students, advisiong and completing LEP paperwork
2. Conduct langauge screenings and assessments
3. Provide ELL interventions at all tiers

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Problem-Solving team at Heights Elementary meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.
1. Heights Elementary is not a Title I school and does not recieve funds from Title I.
2. Heights completes a Professional Development Plan (PDP) in collaboration with Title II. The PDP is concentrated in reading, math, science, and wirting to meet the needs of the targeted subgroups not making annual AMO targets.
3. Food and Nutrition Services offers healthy meals to all students. All students receive free breakfast and lunch at Heights Elementary.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Diane Salko	Principal
Anika Carter	Principal
Dorothy Lytle	Teacher
Vanessa Sax	Parent
Lino Figueiredo	Education Support Employee
Lucia Nastasi	Teacher
Lauren Bernaldo	Business/Community
Nicole Watts	Parent
Tiffany Williams	Parent
Dolly Farrell	Parent
Tanya Keller	Parent
Lesley Ford	Parent
Jocelyn McCleary	Parent
Jenn Jessogne	Parent
Jessica Fuller	Parent
Jodi Schefers	Parent
Georgia Kline	Parent
John Scheller	Student
Gloria Ray	Teacher
Lizzette Roman	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Each SAC member received a draft copy of the School Improvement Plan electronically. At our SAC meeting all members were encouraged to discuss and ask questions regarding all sections of the SIP.
Our SAC committee brought the same concerns forward that our staff did, concerning attainability of goals with our increased populations of students from all subgroups.

Development of this school improvement plan

The Leadership team proposes a SIP to the staff. Teachers are encouraged to read through SIP and ask questions or raise concerns about any areas.
The SAC Committee reviews and discusses the SIP before and after scheduled meetings.
The SAC Committee is encouraged to bring up suggestions, ideas, and corrections as needed.
Parents and community members are also encouraged to read through SIP and ask questions at Meet the Teacher afternoon and at Open House.

Preparation of the school's annual budget and plan

Determined by Principal.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC Funds were be used to purchase classroom textbooks and materials. We allocated $828.18 towards these purchases.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Salko, Diane	Principal
Lytle, Dorothy	Instructional Coach
Carter, Anika	Assistant Principal
Palow, Doug	Assistant Principal
Leslie, Amanda	Instructional Coach
Owen, Jessica	Guidance Counselor
Jarzyk, Ashley	Guidance Counselor
Riemenschneider, Katie	Instructional Media
Thorstad, Lindsey	Instructional Coach
Nest-Tapanes, Vivian	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

1. Assist teachers as they implement the new core/supplemental reading program-which may include professional development, modeling lessons, and use of district trainers.
2. After-school cuccicular activities involving reading as the focus.
3. Utilizing the Principal's book club to encourage reading.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Heights Elementary has formed Professional Learning Communities among the teachers at every grade level.
These PLC's meet once a week to collaborate their planning and instruction for students who are achieving below, on and above grade level. Instruction for each of these student groups is planned and implemented on a weekly basis.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Bi-monthly meetings with new teachers and Assistant Principal
2. Partnering of new teachers with veteran staff members
3. Monthly Professional Development offered to all teachers
4. Modeling of lessons in the classroom by Curriculum Specialists and Teacher leaders

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

1. All first year teachers are paired with a veteran teacher for mentoring-these veteran teachers are endorsed through training to mentor another teacher. Each pairing is carefully put together looking at work ethic and personalities. The teacher mentor will observe the new teacher and provide feedback at least four times a year.
2. All first year teachers meet monthly with Assistant Principal and their mentor to discuss topics agreed upon at their first meeting. Professional Development around discussed topics will be delivered.
3. Topics: Electronic lesson plans, MTSS process, IEP's, Cum folders, Parent communication, Parent meetings, Software, Maintenance issues, abuse issues, Literacy and Math Assessments, Referrals, who to contact for certain issues, and use of core reading and math materials.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core materials used for literacy, math, science, and social studies are determined by the district. These materials were purchased due to their alignment with Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Heights Elementary has implemented Professional Learning Communities at every grade level among all teachers. Teachers meet weekly to discuss students who are achieving above, at, or below grade level standards. Student data is used to group students appropriately according to which standards they are mastering or not mastering.
At these PLC meetings, teachers discuss strategies for teaching these groups of students in order to meet their diverse needs. Students will be grouped according to needs and then re-taught or enhanced as needed.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 40,500

Provide a qualitiy before and after school program that allows students physical activitiy, homework assistance, and stuctured play activities.

Strategy Rationale

Students enrolled in the Before/Afterschool Program will be provided one hour of homework assistance nightly, working on skills and strategies previously learned in the classroom.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Salko, Diane, dianets@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Performance Matters reports and Parent Survey

Strategy: Extended School Day

Minutes added to school year: 4,800

Provide instruction beyond the school day to targeted populations of students in Reading, Writing, and Math.

Strategy Rationale

To reteach populations of students not meeting academic standards on their grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Salko, Diane, dianets@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Achievement Data in Performance Matters will be assessed by the Leadership Team.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

1. Heights Elementary offers a Meet Your Teacher afternoon where parents may bring in their students (Pre-K-5) to acclimate them to the school and meet their teacher before school starts. A more formal Open House will also be offered approximately one month after school begins for all Pre-

K through 5 students.

2. All incoming Kindergarten students are assessed prior to or upon entering school before they are placed in a classroom. Data will be used to group students and to plan daily academic and social/emotional instruction.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Heights Elementary will increase student learning gains on the STAR from 72% proficient to 75% proficient by March 2016.

G2. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G3. Teacher engagement will increase at least .2% in the Q12 area of Recognition as measured by the FY16 Gallup Teacher Engagement Survey.

G4. Increase Student achievement gains school-wide by focusing on teaching and learning.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Heights Elementary will increase student learning gains on the STAR from 72% proficient to 75% proficient by March 2016. 1a

Targets Supported 1b

G074110

Indicator	Annual Target
ELA Achievement District Assessment	75.0

Resources Available to Support the Goal 2

- District adopted Reading Series
- District ELA Personnel that visit schools and train teachers on site
- Flexible PLC's at each grade level
- Site based Leadership Team
- Teachers/Para-professionals/Volunteers
- Technology provided thru Reading Series
- Performance Matters and CASTLE used to track students
- STAR and STAR EL District-wide reading software program

Targeted Barriers to Achieving the Goal 3

- Quality Reading instruction

Plan to Monitor Progress Toward G1. 8

Leadership Team will collect data from Performance Matters, CASTLE, FOCUS, Renaissance Place, and report cards.

Person Responsible
Doug Palow

Schedule
Quarterly, from 9/22/2015 to 5/10/2016

Evidence of Completion
Grades and scale scores

G2. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. `1a`

🔍 G074111

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- CASTLE training provided by District.

- CASTLE Training provided at school level by trained personnel.

-

Targeted Barriers to Achieving the Goal `3`

- Time to train new and existing staff in the use of CASTLE.

Plan to Monitor Progress Toward G2. `8`

Academic data obtained through CASTLE, FOCUS, and Performance Matters will be looked at quarterly by Leadership Team to determine if progress has been made toward our goal.

Person Responsible
Diane Salko

Schedule
Quarterly, from 9/30/2015 to 5/20/2016

Evidence of Completion
Reports obtained through CASTLE and Performance Matters will be collected to demonstrate student gains in academic achievement.

G3. Teacher engagement will increase at least .2% in the Q12 area of Recognition as measured by the FY16 Gallup Teacher Engagement Survey. `1a`

G074112

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- List of trainings completed by staff members-through Peoplesoft.

- Use of "Sunshine Committee" to honor birthdays, births, marriages, etc.

- use of Performance Matters to track classroom data to see recognizable gains.

Targeted Barriers to Achieving the Goal `3`

- Choosing valid recognitions for all staff at the school.

Plan to Monitor Progress Toward G3. `8`

Teacher mini-surveys given to grade level teams.

Person Responsible
Anika Carter

Schedule
Quarterly, from 9/21/2015 to 5/20/2016

Evidence of Completion
Teacher mini-surveys will be collected Quarterly to determine progress towards the goal.

G4. Increase Student achievement gains school-wide by focusing on teaching and learning. 1a

🔍 G074113

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Math - All Students	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
Teachers with advanced degrees	30.0
Certified in Field	97.0
Effective+ Teachers (Performance Rating)	87.0
ESOL Endorsed	76.0
Highly Qualified Teachers	99.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	65.0
Math Gains	73.0
Math Lowest 25% Gains	67.0
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Math - Hispanic	
AMO Math - SWD	
FCAT 2.0 Science Proficiency	49.0

Resources Available to Support the Goal 2

- Quality instruction

- Core Reading materials

- Accelerated Reader

- Software programs used for practice: Pearson, Compass, etc.

- Use of volunteers to increase time on task and practice sessions

- Core Math materials

- Core Science materials

- Core Social Studies materials

Targeted Barriers to Achieving the Goal 3

- Quality instruction

Plan to Monitor Progress Toward G4. 8

Principal will use Performance Matters data, walk-through data, STAR data, and district checkpoint data to track increases in student achievement.

Person Responsible

Diane Salko

Schedule

Every 3 Weeks, from 9/22/2015 to 5/24/2016

Evidence of Completion

Principal will use walk-through data, STAR data, district checkpoint data,and performance matters data to determine if goal is being met or not.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. Heights Elementary will increase student learning gains on the STAR from 72% proficient to 75% proficient by March 2016. 1

🔍 G074110

G1.B1 Quality Reading instruction 2

🔍 B193487

G1.B1.S1 Provide quality reading in-service instruction to new and existing teachers. 4

🔍 S205037

Strategy Rationale

The single most important factor in the classroom is the highly qualified teacher who receives quality training.

Action Step 1 5

Quality Professional Development focused on ELA will be offered monthly every other Tuesday.

Person Responsible

Diane Salko

Schedule

Biweekly, from 9/1/2015 to 5/10/2016

Evidence of Completion

In-service records and Principal/Assistant Principal walkthroughs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Principal and Assistant Principal will complete classroom "walkthroughs" during the year to determine if new and quality reading instruction is being implemented in the classrooms.

Person Responsible

Diane Salko

Schedule

Quarterly, from 9/15/2015 to 5/3/2016

Evidence of Completion

STAR data, Performance Matters data and CASTLE data will be used to track student growth in the area of reading.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Leadership Team members will continue to work with new and existing teachers by teaching small groups of students in and out of the classroom. This will enable team members to monitor ELA lessons and model quality lessons for teachers.

Person Responsible

Anika Carter

Schedule

Weekly, from 9/15/2015 to 5/3/2016

Evidence of Completion

STAR data/Performance Matters data/CASTLE data/FSA ELA Test results from 2016

G2. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. [1]

🔑 G074111

G2.B1 Time to train new and existing staff in the use of CASTLE. [2]

🔑 B193491

G2.B1.S1 Provide CASTLE training in two sections: training for experienced users and then training for new users. [4]

🔑 S205038

Strategy Rationale

Existing users move faster through the CASTLE training due to experience and would benefit from an advanced lesson in CASTLE, while new users need to have a slower paced lesson to understand the basics of CASTLE.

Action Step 1 [5]

Provide on-site CASTLE software training for advanced and new learners.

Person Responsible

Doug Palow

Schedule

Quarterly, from 9/30/2015 to 5/20/2016

Evidence of Completion

In-service sheets will be monitored to ensure that everyone on staff has been provided CASTLE Software training.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Principals will monitor PLC groups and determine if CASTLE Software data is being used to form student groups and to choose standards that PLC's will concentrate on for reteaching/enriching students.

Person Responsible

Doug Palow

Schedule

Quarterly, from 9/30/2015 to 5/20/2016

Evidence of Completion

Principals will collect minutes from PLC teams to determine if CASTLE data is being used to form and monitor PLC groups of students.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Principals will use a combination of CASTLE, FOCUS, and Performance Matters to track data of students.

Person Responsible

Diane Salko

Schedule

Quarterly, from 9/30/2015 to 5/20/2016

Evidence of Completion

Evidence will be collected through CASTLE, FOCUS, and Performance Matters to determine if students have made gains in academic areas.

G3. Teacher engagement will increase at least .2% in the Q12 area of Recognition as measured by the FY16 Gallup Teacher Engagement Survey. `1`

🔍 G074112

G3.B3 Choosing valid recognitions for all staff at the school. `2`

🔍 B193494

G3.B3.S1 Engage staff to comprise a list of all possible recognitions at school. `4`

🔍 S205039

Strategy Rationale

Having the staff choose possible recognitions for themselves and their peers will create buy in to the recognition program.

Action Step 1 `5`

During their first Grade Level Meetings, all members will brainstorm lists of possible recognitions that they may like to see.

Person Responsible

Anika Carter

Schedule

On 9/4/2015

Evidence of Completion

Grade levels will turn in lists to the Assistant Principal detailing possible recognitions desired by coworkers.

Action Step 2 5

Leadership team will use grade level generated lists of possible recognitions to narrow the recognitions to 5 possible areas along with criteria for each recognition.

Person Responsible

Anika Carter

Schedule

On 9/30/2015

Evidence of Completion

Finalized list of 5 recognitions and their criteria.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Principals will choose monthly recognitions based on staff's top 5 choices.

Person Responsible

Diane Salko

Schedule

Monthly, from 9/8/2015 to 5/16/2016

Evidence of Completion

Depending on staff preferences, possible evidence could include: In-service reports of continued training in and out of the District, Performance Matters data to show student growth, attendance reports for students and teachers, and the use of Castle to also track student growth

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Leadership team will divide grade levels and attend at least one meeting a month to survey teachers in order to determine if recognitions given have been effective or not.

Person Responsible

Anika Carter

Schedule

On 5/13/2016

Evidence of Completion

Results from grade level surveys will be discussed at Leadership team meeting to determine if recognitions are making a difference in staff perceptions about recognitions at our school.

G4. Increase Student achievement gains school-wide by focusing on teaching and learning. 1

🔑 G074113

G4.B1 Quality instruction 2

🔑 B193495

G4.B1.S1 Provide quality professional development twice monthly. 4

🔑 S205040

Strategy Rationale

New and experienced teachers need to understand and use quality teaching practices to become proficient at their craft.

Action Step 1 5

Professional development will be provided to teachers twice a month to increase classroom teaching skills.

Person Responsible

Dorothy Lytle

Schedule

Monthly, from 9/22/2015 to 5/24/2016

Evidence of Completion

In-service sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Leadership team will monitor all professional development activities for quality.

Person Responsible

Diane Salko

Schedule

Monthly, from 9/22/2015 to 5/31/2016

Evidence of Completion

Principal will attend Professional Development and then conduct walk-throughs to ensure that quality teaching practices are being utilized.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Principal will collect in-service sheets to monitor who is and who is not attending quality professional development monthly to increase their teaching abilities.

Person Responsible

Diane Salko

Schedule

Monthly, from 9/22/2015 to 5/24/2016

Evidence of Completion

Principal will use walk-through data and performance matters data to determine increases in student achievement.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Quality Professional Development focused on ELA will be offered monthly every other Tuesday.	Salko, Diane	9/1/2015	In-service records and Principal/ Assistant Principal walkthroughs.	5/10/2016 biweekly
G2.B1.S1.A1	Provide on-site CASTLE software training for advanced and new learners.	Palow, Doug	9/30/2015	In-service sheets will be monitored to ensure that everyone on staff has been provided CASTLE Software training.	5/20/2016 quarterly
G3.B3.S1.A1	During their first Grade Level Meetings, all members will brainstorm lists of possible recognitions that they may like to see.	Carter, Anika	8/31/2015	Grade levels will turn in lists to the Assistant Principal detailing possible recognitions desired by coworkers.	9/4/2015 one-time
G4.B1.S1.A1	Professional development will be provided to teachers twice a month to increase classroom teaching skills.	Lytle, Dorothy	9/22/2015	In-service sheets	5/24/2016 monthly
G3.B3.S1.A2	Leadership team will use grade level generated lists of possible recognitions to narrow the recognitions to 5 possible areas along with criteria for each recognition.	Carter, Anika	9/15/2015	Finalized list of 5 recognitions and their criteria.	9/30/2015 one-time
G1.MA1	Leadership Team will collect data from Performance Matters, CASTLE, FOCUS, Renaissance Place, and report cards.	Palow, Doug	9/22/2015	Grades and scale scores	5/10/2016 quarterly
G1.B1.S1.MA1	Leadership Team members will continue to work with new and existing teachers by teaching small groups of students in and out of the classroom. This will enable team members to monitor ELA lessons and model quality lessons for teachers.	Carter, Anika	9/15/2015	STAR data/Performance Matters data/ CASTLE data/FSA ELA Test results from 2016	5/3/2016 weekly
G1.B1.S1.MA1	Principal and Assistant Principal will complete classroom "walkthroughs" during the year to determine if new and quality reading instruction is being implemented in the classrooms.	Salko, Diane	9/15/2015	STAR data, Performance Matters data and CASTLE data will be used to track student growth in the area of reading.	5/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1	Academic data obtained through CASTLE, FOCUS, and Performance Matters will be looked at quarterly by Leadership Team to determine if progress has been made toward our goal.	Salko, Diane	9/30/2015	Reports obtained through CASTLE and Performance Matters will be collected to demonstrate student gains in academic achievement.	5/20/2016 quarterly
G2.B1.S1.MA1	Principals will use a combination of CASTLE, FOCUS, and Performance Matters to track data of students.	Salko, Diane	9/30/2015	Evidence will be collected through CASTLE, FOCUS, and Performance Matters to determine if students have made gains in academic areas.	5/20/2016 quarterly
G2.B1.S1.MA1	Principals will monitor PLC groups and determine if CASTLE Software data is being used to form student groups and to choose standards that PLC's will concentrate on for reteaching/enriching students.	Palow, Doug	9/30/2015	Principals will collect minutes from PLC teams to determine if CASTLE data is being used to form and monitor PLC groups of students.	5/20/2016 quarterly
G3.MA1	Teacher mini-surveys given to grade level teams.	Carter, Anika	9/21/2015	Teacher mini-surveys will be collected Quarterly to determine progress towards the goal.	5/20/2016 quarterly
G3.B3.S1.MA1	Leadership team will divide grade levels and attend at least one meeting a month to survey teachers in order to determine if recognitions given have been effective or not.	Carter, Anika	9/8/2015	Results from grade level surveys will be discussed at Leadership team meeting to determine if recognitions are making a difference in staff perceptions about recognitions at our school.	5/13/2016 one-time
G3.B3.S1.MA1	Principals will choose monthly recognitions based on staff's top 5 choices.	Salko, Diane	9/8/2015	Depending on staff preferences, possible evidence could include: In-service reports of continued training in and out of the District, Performance Matters data to show student growth, attendance reports for students and teachers, and the use of Castle to also track student growth	5/16/2016 monthly
G4.MA1	Principal will use Performance Matters data, walk-through data, STAR data, and district checkpoint data to track increases in student achievement.	Salko, Diane	9/22/2015	Principal will use walk-through data, STAR data, district checkpoint data,and performance matters data to determine if goal is being met or not.	5/24/2016 every-3-weeks
G4.B1.S1.MA1	Principal will collect in-service sheets to monitor who is and who is not attending quality professional development monthly to increase their teaching abilities.	Salko, Diane	9/22/2015	Principal will use walk-through data and performance matters data to determine increases in student achievement.	5/24/2016 monthly
G4.B1.S1.MA1	Leadership team will monitor all professional development activities for quality.	Salko, Diane	9/22/2015	Principal will attend Professional Development and then conduct walk-throughs to ensure that quality teaching practices are being utilized.	5/31/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Heights Elementary will increase student learning gains on the STAR from 72% proficient to 75% proficient by March 2016.

G1.B1 Quality Reading instruction

G1.B1.S1 Provide quality reading in-service instruction to new and existing teachers.

PD Opportunity 1

Quality Professional Development focused on ELA will be offered monthly every other Tuesday.

Facilitator

Dorothy Lytle

Participants

Teachers on Staff

Schedule

Biweekly, from 9/1/2015 to 5/10/2016

G4. Increase Student achievement gains school-wide by focusing on teaching and learning.

G4.B1 Quality instruction

G4.B1.S1 Provide quality professional development twice monthly.

PD Opportunity 1

Professional development will be provided to teachers twice a month to increase classroom teaching skills.

Facilitator

Dorothy Lytle

Participants

Teachers at Heights

Schedule

Monthly, from 9/22/2015 to 5/24/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	**Quality Professional Development focused on ELA will be offered monthly every other Tuesday.**	**$0.00**
2	G2.B1.S1.A1	**Provide on-site CASTLE software training for advanced and new learners.**	**$0.00**
3	G3.B3.S1.A1	**During their first Grade Level Meetings, all members will brainstorm lists of possible recognitions that they may like to see.**	**$0.00**
4	G3.B3.S1.A2	**Leadership team will use grade level generated lists of possible recognitions to narrow the recognitions to 5 possible areas along with criteria for each recognition.**	**$0.00**
5	G4.B1.S1.A1	**Professional development will be provided to teachers twice a month to increase classroom teaching skills.**	**$10,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			$10,000.00
					Total:	**$10,000.00**